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**State Support Team Region 13**

Abstract

This document provides users with one document, which provides valuable SUTQ guidance. All the information contained within this document can be found in two separate documents at
http://earlychildhoodohio.org/index.stm

**Step Up to Quality**

**Center Program Standards**

**And**

**A Guide for Child Care Providers**

**Combined**

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| --- | --- |
| **Program Standards** | **Program Guide** |
| **Domain: Learning and Development** **(Max 21 pt)** |
| **Sub Domain: Curriculum and Planning** |
|  | **Curriculum** |
| **Program Standards** | **Requirements** | **Key Terms** | **Tips** | **FAQ** |
| The program implements a written, research based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio K-12 Standards (appropriate to the age group served) and demonstrates its alignment to assessment. Each teacher has daily access to a copy of the curriculum. \*\*Each classroom has a copy of the Early Learning and Development Standards and/or Ohio K-12 Standards (appropriate to the age group served) \*\*The Early Learning and Development Standards can be located at www.earlychildhoodohio.org \*\*The Ohio K-12 Standards can be located at www.education.ohio.gov (page 1) | The program shall complete and submit a copy of the form for each age group(s) served:    JFS 01590 "Curriculum Standard Assessment Alignment Tool: Infants and Toddlers for Step Up To Quality" (Rev. 7/2014) JFS 01591 "Curriculum Standard Assessment Alignment Tool: Pre-Kindergarten Strand for Step Up To Quality" (Rev. 7/2014), or the JFS 01593 "Curriculum Standard Assessment Alignment Tool: School Age for Step Up To Quality" (Rev. 7/2014). Lead teachers shall be able to explain how to implement the curriculum. Annual report: If the program has changed curriculum, the program shall submit documentation.   Section I of the JFS 01590, JFS 01591, or the JFS 01593 shall be used for documentation. (page 1) | Curriculum: A plan providingguidance on what and howto teach. To meet SUTQrequirements, the curriculummust be written, research-based,comprehensive, and aligned to theEarly Learning and DevelopmentStandards, Ohio K-12 Standards,or the program’s philosophy forschool-age only-programs.• Written: Typed and legible.• Research-based: Materials andresources obtained have beentested, measured and provenreliable and valid for youngchildren’s learning and educationexperiences.• Comprehensive: Provides learninggoals, activities and opportunitiesin all of the following areas:Social-Emotional DevelopmentApproaches Towards LearningPhysical Well-Being & MotorDevelopmentCognitive Development andGeneral Knowledge (includingMathematics, Science andSocial Studies)Language and LiteracyAlignment: In early care andeducation, the degree to whicha program’s curriculum andassessments complement oneanother to help achieve required or desired standards.• Curriculum StandardsAssessment Alignment Tool:This tool, created by ODJFS andODE, is required to be used byprograms that have obtained and/or implemented a curriculum.Implement: To put a decision orplan into effect.Program’s philosophy: Theguiding principles for a program’soperations and decisions. (page 7) | Use  prescribed  form  JFS  01508“Action  Plan  for  Selectinga  Curriculum”  to  meet  therequirement  of  selecting  acurriculum.  (1  star)Ensure  teachers  are  aware  ofwhere  the  curriculum  is  centrallylocated  within  the  program.  (2  star and  above)Ensure  that  all  age  groups  servedhave  an  age-appropriate  curriculumand  lead  teachers  or  family  childcare  home  providers  can  explainhow  their  program  implements  the curriculum.  (3  star  and  above)Share  the  completed  ODJFS/ODEalignment  tool  with  staff  to  ensurethey  understand  each  part  of  thecurriculum  and  why  it  meets  theSUTQ  requirements.  (3  star  andabove)Understand  how  the  curriculumaligns  with  the  program’sphilosophy.Train  staff  on  the  expectationsof  how  to  use  curriculum  in  theprogram’s  planning  process.  (3  star and  above)Use  sample  form  JFS  01590“Curriculum  StandardsAssessment  Alignment  Tool:Infants  and  Toddlers”  to  meet  therequirements.  (3  star  and  above)Use  sample  form  JFS  01591“Curriculum  Standards  AssessmentAlignment  Tool:  Pre-KindergartenStrand  for  SUTQ  Programs”  tomeet  the  requirements.(3  star  and  above)Use  sample  form  JFS  01593“Curriculum  Standards  AssessmentAlignment  Tool:  School  Age  forSUTQ  Programs”  to  meet  therequirements.  (3  star  and  above) (page 7) | Q: How  do  I  obtain  the  state  providedcurriculum?A:  jfs.ohio.gov/cdc/docs/CurriculumNotiﬁcation.stmQ: Who  is  eligible  to  obtain  the  stateprovided  curriculum?A:  jfs.ohio.gov/cdc/docs/CurriculumNotiﬁcation.stmQ: Is  the  state-provided  curriculumrequired?A:   No,  programs  have  the  optionto  choose  any  curriculum  thatmeets  the  SUTQ  requirements.Q: What  are  examples  of  an  acceptedschool-age  curriculum?A: •  Building  the  Primary  Classroom•  Cincy  After  School•  Pinnacle•  4-H•  YMCAKids  MathKids  ScienceKids  LitQ: Is  “The  Fidelity  Tool”  fromTeaching  Strategies  accepted  as  acurriculum?A:   No,  “The  Fidelity  Tool”  is  aself-assessment  tool  that  helpsprograms  to  assess  if  CreativeCurriculum  is  being  fullyimplemented.Q: Does  the  curriculum  have  to  bestored  or  located  in  the  classroom?A:   No,  one  copy  is  required  forthe  program  and  needs  to  becentrally  located  and  accessibleto  all  staff.  Staff  should  knowwhere  the  curriculum  is  locatedand  be  able  to  access  thecurriculum  at  any  time  during  the program’s  operation. (page 7) |
|  |  | **Teacher Access to Standards (All Ratings)** |
| **Program Standards** | **Requirements** | **Key Terms** | **Tips** | **FAQ** |
|  |  | **Early  Learning  and  Development****Standards  (ELDS):**  The  ELDS  areunique  to  Ohio.  This  is a  set  of shared  standards  that  provide  keyconcepts  and  skills  that  a  childshould  develop They  are  applicableto  children  ages  birth  through  5,  nomatter  what  kind  of  setting  they attend.**Ohio  K-12  Standards:**  A  setof  learning  standards  that  are applicable  to  all  school-age children.**Ohio  K-12  Standards  Resource****Guide:**  The  resource  guide  providesdifﬁcult-to-understand  terminologyin  basic  terms  and  helpful,developmentally  appropriateresearch-based  instructionalstrategies  and  activities  to  helpstruggling  students  achieve.**Standards:**  A  set  of  ideas  used  to measure. (page 8) | Staff  are  aware  of  the  locationof  the  ELDS  and  the  Ohio  K-12Standards  Resource  Guide  in  eachclassroom  and  the  program’sselected  curriculum.Keep  an  additional  copy  availablein  the  classroom  that  is  notremoved  for  other  purposes  orhave  additional  copies  availablein  a  resource  area  to  use  whileplanning.  Maintain  accessiblecopies  to  replace  a  printed  copythat  may  be  lost  or  destroyed.Ensure  ELDS  and  the  Ohio  K-12Resource  Guide  are  the  mostupdated  versions  using  the  links  at right. (page 8) | Q: Does  having  a  copy  of  thestandards  in  the  resource  roommeet  the  requirement?A:   No,  a  copy  must  be  available  ineach  classroom,  electronic  orprinted,  and  must  be  availablefor  the  ODJFS/ODE  licensingreviewer  to  review  at  the  time  ofan  inspection.Q: What  is  the  requirement  for  accessto  standards  for  family  child  carehome  providers?A:   Family  child  care  home  providersmust  have  the  items  within  thehome.  Staff  must  be  aware  ofthe  location  of  the  materials.Q: Where  can  I  ﬁnd  a  copy  of  themost  recent  version  of  the  ELDSand  the  Ohio  K-12  Resource  Guide?A:   ELDS:  earlychildhoodohio.org•  Ohio  K-12  Standards:  education.ohio.gov•  Ohio  K-12  Resource  Guide:earlychildhoodohio.org/sutq/pdf/Ohio-s-K-12-Standards-Resource-Guide--Final.pdfQ: Why  am  I  required  to  have  a  copyin  each  classroom?A:   So  all  teachers  can  access  andbecome  familiar  with  the  ELDSand  the  Ohio  K-12  Standards  sothey  can  use  them  during  thegroup  planning  process. (page 8) |
|  |  | **Activity Plans (All Ratings)** |
| **Program Standards** | **Requirement** | **Key Terms** | **Tips** | **FAQ** |
| Lead teachers use a written dated plan of activities for all hours of instructional time.“Instructional time” is the time the group spends with the lead teacher each day, excluding nap or rest time. (page 2) | Teachers shall use a current, written, dated plan of activities to support children’s development and learning.The program shall submit a sample, which may be blank, of each different activity plan format used at the program that includes the following information:The teacher’s name The name of the groupThe time frame the plan covers (daily, weekly, biweekly, monthly)Daily activities to support children’s development and learning and reflects current activities in the group.The plan shall be aligned to all developmental domains in Ohio’s Birth-Kindergarten Entry Early Learning and Development Standards or Common Core State Standards or both sets of standards; and to Ohio Academic Content Standards K-12, social studies and science appropriate to the age group served and developmentally appropriate. (page 2) | **Activity  Plan:**The  detailed written  plan  ofdaily  activities, experiences  and/or  opportunities to  supportchildren’s development.**Minimum****Instruction****Time:**  Thedeﬁnition for  minimuminstruction  time can  be  found  inthe  appendices to  OAC  rule5101:2-17-01. (page 9) | Use  the  activity  plan  as  a  workingdocument,updating  as  changes  occur  within  theclassroom  and  to  continually  meet  the  needsand  interests  of  children  in  the  group.The  administrator  or  programowner  should periodically  review  activity  plans  to  ensure that  the  current  plan  is  readily  available, reﬂects  the  activities  in  the  room,  and  iscompleted  appropriately.For  family  child  care  home  providers,  the planning  process  also  should  considerallowing  for  activities  and  experiences  that meet  the  needs  of  a  greater  range  of  ages. This  would  include  taking  into  considerationchildren’s  varying  schedules  and  any  safety  or social  emotional  factors  for  mixed  age  groups.If  more  than  one  curriculum  is  being  used  for the  same  family  child  care  group,  the  activityplan  format  may  need  to  be  adjusted  toaccommodate.Use  sample  form  JFS  01513  “Activity Plan  for  Step  Up  To  Quality”  to  meet  therequirements.Use  sample  form  JFS  01592  “Individual  Child Plan  for  Step  Up  To  Quality”  to  meet  therequirements.Administrators  or  other  appropriate  staff  may talk  with  the  teaching  staff  and  give  themthe  opportunity  to  explain  and verbalize  their planning  process.  This  will  help  prepare  forthe  SUTQ  interview.  (3  star  and  above)During  the  planning  process,  teachers  shoulduse  the  following:  the  child  assessment results,  child  developmental  and  educationalgoals,  interests  of  children,  and  knowledge  ofchild  development and  appropriate  standardsto  plan  meaningful  experiences  and  activitiesfor  children.  (3  star  and  above)It  is  a  best  practice  to  note  the  children’sinterests  or  current  individualization  on  theactivity  plan.  Examples  are  notingthe  child’sinitials  next  to  a  speciﬁc  activity,  noting  areﬂection  or  observation  on  the  plan,  and/orcolor  coding  or  adding  a  letter/number  codefor  various  learning  objectives  or  standards.  (4and  5  star) (page 9) | Q: Where  should  I  keep  my  activity  plan(s)?A:   Activity  plans  should  be  posted  in  each  room.Q: Do  I  need  an  activity  plan  for  each  group  I  serve?A:   Yes,  each  group  of  children  should  have  anactivity  plan  that  is  speciﬁc  to  their  needs  and interests.Q: Do  I  need  an  activity  plan  for  infants  and  toddlers?•A:  Yes,  all  age  groups  of  children  should  have planned  activities  to  assist  them  in  achievingtheir  goals  and  developmental  milestones.Q: Do  I  have  to  code  my  activity  plan  to  showalignment  to  the  ELDS  or  Ohio  K-12  Standards?A:  No,  it  is  a  best  practice  but  not  a  requirement.Q: How  much  detail  needs  to  be  on  the activity  plan?A:   The  activity  plan  must  include  items as  deﬁnedin  the  appendices  of  OAC rule  5101:2-17-01  and  star  rating.   Other items  may  be  included  to   assist  the  teacher’s pla When activities  are  noted  on  the  plan,  they  should include  enough  of  a  description  to  allow  thedomain  and  the  activity  to  be  identiﬁed.For  instance,  just  listing  nature  walk  Does not  give  enough  information  to  determine if  this  is  being  used  as  a  motor  activity,a  science/cognitive  activity,  a  social/emotional  activity  or  all  three.  Noting“collect  &  classify  nature  items  from  Our walk”  would  allow  identiﬁcation  of  both the  actual  activity  and  the  intent  (learningobjective  or  domain  of  learning).Q: Does  every  domain  need  to  be  listed?A:  No,  however  the  teacher  should  Explain that  all  domains  are  included   in  the  planning process  and  each  can  be  identiﬁed  over  time.Q: Does  every  child’s  name  need  to  be  on  each week’s  activity  plan?A:   No,  teachers  should  be  able  to  explain  and show  how  the  documentation  is   kept  if  it  is not  noted  on   the  activity  planA:   Many  programs  choose  to  use  a   code  with letters,  colors  or  numbers  next  to  each  activityto  represent  standards.  The  program  maychoose  any  code  they  wish,  as  long  as  the teacher  can  understand  and  explain  the  processused  and  reasoning  behind  coding  for  activities.There  are  many  ways  programs  may  meet  this choose  to  code  byELDS  domain.  Some  may  use abbreviations, and  others  may  use  color  coding. (page 9) |
| Lead teachers plan intentional and purposeful activities and experiences for all hours of instructional time, that meet the needs, interests, and abilities of children across the following domains: Approaches Toward Learning, Social/Emotional Development, Cognitive and General Knowledge, Physical Well-Being and Motor Development, and Language and Literacy Development. (5 points) (page2) | Lead teachers shall be able to describe and provide written documentation of examples of the strategies that they use in the development and implementation of intentional and purposeful activities.Teachers of infant, toddler, and preschool children shall be able to explain how they address the Early Learning and Development Standards – through the arrangement of the learning environment, daily routines and planned experiences.School-age teachers shall explain how they address the K-12 Standards that are relevant to the program’s structure, philosophy and goals, through the arrangement of the learning environment, daily routines and planned experiences.All teachers shall be able to describe and give examples of how they consider individual child needs, interests and abilities during the planning process. They shall share any written documentation, work samples, collections or evidence. (page 2) |  |  |  |
| Teachers support children’s active engagement through opportunities for exploration and learning. (3 points) (page 2) | Lead teachers shall be able to describe and provide written documentation of examples of the methods that they use to create a variety of types of experiences for children that encourage exploration and learning. (page 2) |  |  |  |
|  |  | **Sub Domain: Child Screening and Assessment** |
|  |  | **Child Screening (3 STAR and Above)** |
| **Program Standard** | **Requirement** | **Key Terms** | **Tips** | **FAQ** |
| The program ensures that all children (except school- age children) receive a comprehensive developmental screening that is valid and reliable within 60 days of entry into the program and annually thereafter.Necessary referrals are completed within 90 days of identification of need, and the results are formally communicated with families.Staff is trained to administer, score and use the tool appropriately. | The program shall submit the name of the screening tool(s) obtained and document that the tool(s) is comprehensive and developmentally appropriate for the age groups served and written documentation of staff who have been trained on the tool(s). The program shall maintain on file for review written documentation of the training staff have completed for each tool. The tool(s) shall include the following domains: language, cognitive, motor, social and emotional and behavioral.A program may identify more than one tool, depending on the age groups served and the domains each tool addresses. If a program identifies more than one tool, it shall submit documentation for each tool. That documentation shall include the names of staff members who have been trained to use the tool.The program shall keep on file for review, documentation which demonstrates the program’s system for assuring that annual screening is completed for each child within 60 days of enrollment and annually thereafter, results shall be communicated with the families. The documentation shall include the child’s name, date of enrollment, date tool was administered, and date of referral (if necessary).The program shall submit written documentation which outlines the program’s referral process and the identified formal communication methods to share screening results.Programs serving only school-age children shall submit documentation stating that this program standard does not apply to them.Annual report: If the program is using new screening tools, the program shall submit an updated list of the screening tool(s) used as well as a list of the staff who have been trained on the new tool(s). | **Developmental  Screening:**  Ascreening  that  shows  how  a  child’sdevelopment  compares  to  otherchildren  of  the  same  age;  typicallyadministered  when  a  child  enrollsin  a  program  to  identify  areas  ofconcern  and  allow  informationto  be  used  for  the  initial  planningcycle.  If  a  concern  is  identiﬁed,the  appropriate  action,  which  mayinclude  a  referral  to  an  appropriateresource,  must  be  taken.  Theresults  of  ongoing  developmentalscreenings  are  used  to  makeinstructional  decisions  and  tomonitor  children’s  developmentalprogress.•  A  comprehensive,developmentally  appropriatescreening  instrument  mustaddress  the  following  domains:language,  cognitive,  motor,  social/emotional  skills  and  behavior.Programs  may  choose  to  use  acombination  of  screening  toolsthat  address  a  single  domain,or  they  may  select  a  tool  thataddresses  all  domains.**Individualized  Education  Plan****(IEP):**  A  plan  or  program  developedto  ensure  that  a  child  over  age3  who  has  a  disability  identiﬁedunder  the  law  receives  the  required specialized  instruction  and  related services.  IEP  law  is  found in  three federal  statutes:  the  Individual  withDisabilities  Education  Act  (IDEA),Section  504  of  the  RehabilitationAct  of  1973,  and  the  FamilyEducational  and  Privacy  Rights  Act.IDEA  is  a  federal  law  that  is  Binding in  all  states.**Individualized  Family  Service  Plan****(IFSP):**  A  plan  for  special  servicesfor  children  under  age  3  withdevelopmental  delays.  Once  a  childturns  3,  an  IEP  is  put  into  place. (page 10) | Create  a  tracking  method  similarto  that  on  the  required  licensingforms  for  children’s  medical  careand  enrollment  to  ensure  thatscreenings  are  received  within  60days.  Tracking  also  should  include90  days  from  identiﬁcation  forreferrals,  if  required.If  the  child’s  family  completesthe  screening,  the  program  isrequired  to  review  the  screeningand  complete  the  scoring  portionor  review  the  scoring  the  familyprovided  for  accuracy.  The  programmust  notify  the  family  only  if  thescores  are  different  than  what  wasinitially  determined  by  the  family.Create  a  tracking  method  thatincludes  all  requirements  for  eachfamily  at  the  time  of  enrollmentso  staff  may  ensure  all  licensing,SUTQ  and  program  requirementsare  met.After  the  screening  tool  iscomplete,  the  results  must  beformally  shared  with  the  family.Programs  may  choose  to  do  thisthrough  a  letter,  conversation  and/or  conference.If  a  screening  does  not  show  anarea  of  concern,  the  program  mayrefer  to  an  appropriate  resourcebased  on  additional  observations.Programs  also  may  choose  toprovide  support  and  re-screenwithin  the  90-day  period  prior  tomaking  a  referral.School-age  children  are  notrequired  to  be  screened.Use  the  sample  form  JFS  01512“Developmental  ScreeningInstrument  Summary”  to  meet  therequirements. (page 10) | Q: How  do  I  document  staff  that  havebeen  trained  on  the  screening  tool?A:   Using  the  JFS  01512  or  otheracceptable  documentation.This  could  be  professionaldevelopment  documentationsuch  as  an  in-service  trainingform,  a  veriﬁed  item  in  theOhio  Professional  Registry,  or  acertiﬁcate  or  form  provided  bythe  author  of  the  tool.Q: If  a  referral  is  needed,  who  do  Irefer  to?A:  Referrals  should  be  sent  topartners  or  professionals  such  asthe  local  school  district,  socialservice  agency  or  pediatrician.Q: Do  I  need  to  purchase  multiplecopies  of  the  screening  tool,  or  canI  print  my  own?A:   The  program  should  follow  thepublisher’s  requirements  aboutcopying  materials.Q: If  I  use  an  online  tool,  do  I  needsomething  printed  in  the  child’sﬁle  to  show  my  reviewer,  or  can  Ishow  them  the  online  tool?A:   The  screening  must  be  able  tobe  viewed  during  the  inspection.If  the  reviewer  has  access  to  acomputer  during  the  veriﬁcationvisit,  they  can  review  the  onlinetools.  Please  note  that  thereviewer  will  not  extend  the  visitin  order  to  view  these  items.Q: If  the  child  is  on  an  IEP  or  IFSP,  areadditional  screenings  required?A:   If  a  child  has  a  current  IEP  or  IFSPthey  must  receive  a  screening  inthe  areas  that  are  not  includedin  the  IEP/IFSP,  or  the  speciﬁcinstructions  in  the  IEP/IFSP  shouldbe  followed.  If  all  areas  are  notbeing  screened  due  to  a  currentIEP/IFSP,  the  IEP/IFSP  should  bekept  on  ﬁle  at  the  program.Q: Do  I  need  parent  permission  torefer  a  child  to  services?A:   Referrals  to  services  shouldbe  made  in  collaboration  with families. (page 10) |
| The program administers the state required assessment for all enrolled preschool aged children. | The program shall administer the Early Learning Assessment (ELA) following the schedule prescribed by the Ohio Departments of Education and Job and Family Services (ODE and ODJFS). |  |
|  |  | **Sub-Domain - Child Assessment (3 STAR and Above)** |
| **Program Standard** | **Requirement** | **Key Terms** | **Tips** | **FAQ** |
| The program assesses all children enrolled using formal and informal methods on an ongoing basis to inform instruction. Results are shared with families.Programs are only required to complete informal assessments on school-age children. (page 3) | The program shall submit a written description of the on-going child assessment process which includes:A description of the on-going process used for child assessment\*\* Identification of the standardized tool(s) used for formal assessments\*\* Methods in which child observations are conducted and recorded\*\* Identification of supporting evidence and the methods used to collect supporting evidence. The program shall keep on file for review examples of completed tools and supporting evidence of on- going child assessment; as well as samples of information provided to families to share results.The administrator or lead teacher shall be able to explain and show documentation of the program’s screening and referral process, including how screening results are formally communicated with families.Annual report: If the program has changed the assessment process, the program shall submit an update to the requirements listed above. (page 3) | **Assessment:**  Ongoing  formativeassessment  is  a  process  used  to  identifychildren’s  developmental  strengths,instructional  needs,  intervention  needs and  progress  over  time.**Formal Assessment:**  Formalassessments  are  used  to  reportinformation  to  others,  such  as  families and  program  administrators.  They also  give  teachers  information  toadjust  individual  instruction.  Formalassessments  must  follow  a  standardizedset  of  learning  objectives  for  all  children and  must  use  a  speciﬁc  standardized tool  or  instrument.**Informal Assessment:**  Informalassessments  are  conducted  byobserving  and  recording  children’sbehavior  and  progress.  To  create  an informal  assessment,  teachers  can  use tools  such  as  developmental  checklists,anecdotal  records,  work  sampling and portfolios.  This  information  can  be  usedto  better  design  instructional  activitiesthat  support  a  range  of  developmental levels  across  all  domains.**Child  Portfolio:**  Portfolios  containstudent  work  reﬂecting  theiraccomplishments  toward  signiﬁcantcurriculum  goals,  particularly those  thatrequire  complex  thinking  and  the  use of  multiple  resources.  An  assessmentof  the  portfolio  can  provide  valuable evidence  of  the  child’s  accomplishmentsand  support  the  instructional  process.In  addition,  portfolios  invite  childrento  reﬂect  on  their  progress  and take pride  in  their  accomplishments.  Finally,portfolios  provide  parents  and  the  widercommunity  with  credible  evidence  of the  child’s  achievements  and  inform policy  and  practice  at  every  level  of  theeducational  system.**Early  Learning Assessment  (ELA):**  This is  a  state  assessment  for  all preschool-aged  children  that  must  be  completedin  accordance  with  the  scheduleprescribed  by  ODE  or  the  ODJFS. (page 11) | Create  a  tracking  plan  that  alignswith  the  publisher’s  requirementsfor  the  child  assessmentselected  or  to  the  program’schosen  schedule.  Two  completeassessment  cycles  are  requiredannually  for  three-  to  ﬁve-starrated  programs.The  results  of  the  childassessment  must  be  formallyshared  with  the  family.  Programsmay  choose  to  do  this  througha  letter,  conversation  and/orconference.Ensure  that  the  assessment  isaligned  to  the  program’s  chosencurriculum  and  age-appropriatestandards.All  administrators  and  leadteachers  should  be  able  toexplain  the  assessment  process.School-age  children  are  requiredto  receive  only  informalassessments,  but  educationaland  developmental  goals  must  beset  for  them.Use  sample  form  JFS  01519“Child  Assessment  Process”  tomeet  the  requirements.Use  sample  form  JFS  01588“Process  to  Use  ChildAssessment  Results”  to  meet  therequirements.Child  assessment  results  must  beused  to  create  activity  plans  andclassroom  goals.  (4  and  5  star) (page 11) | Q: My  program  serves  only  school-age  children.  Do  I  need  to  dochild  assessments?A:   Yes.  Informal  assessmentsare  required  for  school-agechildren.Q: How  often  do  I  need  to  completethe  child  assessment  tool?A:   At  least  twice  annually.  Thefall  and  spring  reportingperiods  are  required.Q: If  a  child  has  an  IEP  or  IFSP,  areadditional  assessments  required?A:   You  may  use  an  amended  oradjusted  assessment  processfor  the  areas  identiﬁed  inthe  IEP  or  IFSP,  based  uponthe  determination  of  theprofessionals  who  createdthe  IEP  or  IFSP.  The  areas  notcovered  by  the  IEP  or  IFSP  stillmust  be  assessed.Q: Can  a  program  use  more  thanone  assessment?A:   Yes.  Programs  are  encouragedto  use  more  than  oneassessment  if  doing  sohelps  meet  children’s  needs.A  program  may  use  anycombination  of  summative,diagnostic  or  formativeassessments  but  mustcomplete  a  comprehensive,formative,  formal  assessmentat  least  twice  annually  for  eachchild.Q: When  will  the  Early  LearningAssessment  be  required?A:   Programs  must  follow  theschedule  prescribed  by  ODEand  ODJFS.  The  most  recentschedule  may  be  found  at**education.ohio.gov/Topics/****Early-Learning/Kindergarten/****Early-Learning-Assessment/****Early-Learning-Assessment-****for-Programs-1#Rollout  and****Timeline**. (page 11) |
| On-going child assessment results are used to make, adjust and refine instructional decisions and to evaluate child progress. (5 points) (page 4) | The program shall submit a written description of the on-going child assessment process which includes: A description of the on-going process used for child assessment Identification of the standardized tool(s) used for formal assessmentsMethods in which child observations are conducted and recordedIdentification of supporting evidence and the methods used to collect supporting evidence.The program shall keep on file for review examples of completed tools and supporting evidence of on- going child assessment; as well as samples of information provided to families to share results.The administrator or lead teacher shall be able to explain and show documentation of the program’s screening and referral process, including how screening results are formally communicated with families.Annual report: If the program has changed the assessment process, the program shall submit an update to the requirements listed above.The program shall submit a written description of how the results of the on-going child assessment process are used, which includes:The written process used to analyze and interpret child assessment dataWritten documentation which demonstrates examples of how individual child progress is evaluated Written documentation which demonstrates examples of the intentional strategies used to inform instruction for individual children as well as the groupLead teachers shall be able to explain their methods for analyzing and interpreting assessment data and to explain how they modify their instructional strategies to meet the needs, interests and emerging abilities of children. (page 4) |  |  |  |
| Families are provided multiple opportunities to understand the assessment process used and data collected, review and contribute to their child’s education plan, and share information about their child’s progress toward learning goals. (4 points) | The lead teacher(s) shall be able to describe and provide written samples of the process used with families to:Understand the assessment process and how data is collectedReview and contribute to the education plan of their childShare child’s progress toward learning goals (page 4) |  |  |  |
| **Sub-Domain: Interaction and Environment** |
|  |  | **Classroom Self-Assessment (2 STAR and Above)** |
| **Program Standard** | **Requirement** | **Key Terms** | **Tips** | **FAQ** |
| The program completes an annual self-assessment tool(s) that addresses the quality of the classroom environment and staff/child interactions that is developmentally appropriate to age groups served. (page 5) | The program shall complete and submit written documentation of the completion of aclassroom self-assessment for each group of children. The tool shall be developmentally appropriate to age groups served and shall be completed each year.The program shall submit a summary of the completed classroom self-assessments. The summary shall include the name of each classroom, the staff present at the time of the self- assessment, and the date of the completion.The completion of the classroom self-assessment tool shall not be used to meet the teacher observation program standard in the Administrative and Leadership Practices domain.Annual report: The program shall submit documentation of the completed classroom self-assessment tool summary. (page 5) | **Classroom  Self-Assessment****Tool:**  An  annual  process  thataddresses  the  quality  of  theclassroom  environment  andstaff/child  interactions  and  thatis  developmentally  appropriatefor  each  age  group  served.**Indicator:**  A  measure  of  quality.**Environmental  Indicators:**  Aset  of  indicators  speciﬁc  tothe  space  children  use  and  theinteractions  within  that  space.Examples  include:•  Space  and  Furnishings•  Personal  Care  Routines•  Interaction•  Program  Structure**Early  Childhood  Environmental****Rating  Scale-Revised****(ECERS-R):**  An  assessment  toolthat  measures  environmentalindicators  of  quality  inpreschool  classrooms.**Infant Toddler  Environment****Rating  Scale-Revised****(ITERS-R):**  An  assessment  toolthat  measures  environmentalindicators  of  quality  in  infantand  toddler  classrooms.**Family  Child  Care****Environmental  Rating  Scale-****Revised  (FCCERS-R):**  Anannual  self-assessment  toolthat  measures  the  learningenvironment  in  family  child  carehome  providers.**School-Age  Care****Environmental  Rating  Scale****(SACERS):**  An  assessment  toolused  to  measure  environmentalindicators  of  quality  in  school-age  classrooms.**Action  Plan:**  A  proposed  list  ofsteps  to  achieve  a  goal. (page 12) | Create  a  tracking  plan  that  aligns  to  the publisher’s  requirements  for  the  program’sselected  classroom  self-assessment.Create  a  tracking  system  to  ensure  that  all classrooms  complete  the  self-assessmentat  least  annually,  and  that  they  arecompleted  by  individuals  who  can  use  thetool  fully  and  accurately  according  to  thepublisher’s  requirements.When  working  with  mixed-agedclassrooms,  ensure  that  the  appropriateclassroom  self-assessments  arecompleted.  Multiple  assessmentsmay  be required  if  the  ages  in  the  group requireseparate  assessments  according  to  the publisher.  There  are  tools  available  for  a wide  range  of  ages.  Please  contact  yourlocal  resource  and  referral  agency  or  state support  team  for  guidance.Family  child  care  home  providers Are required  to  complete  one  environment  self-assessment  for  the  program  if  all  children are  part  of  the  same  group.  If  a  provider has  separate  groups,  an  environment  self-assessment  must  be  completed  for  each group.Use  sample  form  JFS  01516  “Classroom Self-Assessment  Tool  Summary”  to  meet the  requirements.Once  the  classroom self-assessmentis  complete,  allow  time  for  the  results/outcomes  to  be  reviewed  and  discussedby  the  classroom  or  program staff  and administrator/owner,  as  applicable.  This discussion  should  take  place  with  theintent  to  complete  the  lead  teacher’sclassroom  action  plan.  (3  star  and  above)A  copy  of  the  goals  are  readily  available  ineach  classroom  and,  at  a  minimum,  mustbe  updated  each  time  a  new  classroom self-assessment   is  completed.  (3  star  andabove)Use  sample  form  JFS  01518“Classroom Self-Assessment  Action  Plan” to  meet  the requirements.  (3  star  and  above) ( page 12) | Q: If  my  program  uses  anotheragency/organization  to  completethe  classroom  self-assessment,what  must  the  program  haveon  ﬁle?A:   All  of  the  scoring  sheets,graphs  or  materials;  thenotes  taken  by  the  observer;and  a  signed  statement  thatthe  self-assessment  wascompleted  and  reviewed  withthe  program.Q: Does  my  score  on  myclassroom  self-assessmentaffect  my  SUTQ  rating?A:   No.  The  self-assessmentmust  be  completed,  but  theoutcome  does  not  impact  therating.Q: Can  I  reuse  my  classroom  self-assessment  tool?A:  Yes,  if  the  publisher  allowsthe  program  to  copy  thescoring  materials,  the  printedbooks  may  be  reused.Q: Can  the  OCOT  be  used  as  theclassroom  self-assessment?A:   No,  the  OCOT  must  becompleted  by  a  reliableODJFS  or  ODE  reviewer  asa  part  of  the  veriﬁcation process.  (3  star  and  above)  ( page 12) |
| The lead teacher (s) in each group identifies an area for improvement and creates an action plan which includes a goal and action steps based on the results of the annual self-assessment. (page 5) | The program shall complete and submit a sample action plan. The lead teacher(s) in each group shall use the results of the self-assessment to identify an area of improvement and develop an annual action plan. The written action plan shall include:Teacher’s nameGroupDate CompletedName of tool usedGoalAction steps for achieving the goalTimeframe for completing the goalAnnual report: The program shall submit the current written action plan. (page 5) |  |  |  |
| The program supports each child’s development by providing well-structured learning environments and positive interactions among staff and children. (page 5) | Randomly selected groups, representing the age groups the program serves, will be observed using a standardized tool embedded within the verification process. The tool will assess boththe quality of the classroom environment and staff/child interactions. Programs will need to successfully meet the elements and indicators within the tool to demonstrate they meet this standard. (page 5) |  |  |  |
| Each lead teacher documents progress on action steps and readjusts goals as needed. (4 points) (page 5) | Each lead teacher shall submit and document progress they have made on completing action steps towards achieving identified goal(s). Additionally, if goals are adjusted throughout the year based on the ability to successfully make progress, documentation of the adjustment shall also be maintained.Each lead teacher shall be able to describe the classroom self-assessment process, the processfor developing goals and action steps based on the results of the classroom self-assessment, and the progress made toward achievement of the goals throughout the year. (page 5) |  |  |  |
|  |  | **Ohio Classroom Observation Tool (OCOT) (3 STAR and Above)** |
| **Program Standards** | **Requirements** | **Key Terms** | **Tips** | **FAQ** |
|  |  | The  OCOT  consists  of  sevenelements.  Four  elements  assessthe  classroom  environment,  andthree  elements  assess  staff/childinteractions.  Each  element  includesseveral  indicators.  For  eachelement,  programs  will  obtain  oneof  three  designations:•  “Not  Met”  —  did  not  meet  aspeciﬁed  number  of  indicators.•  “Met”  —  met  a  speciﬁed  Number of  indicators  but  not  all.•  “Fully  Met”  —  met  all  indicators.In  order  for  a  program  to  obtaina  three-  to  ﬁve-star  rating,  allclassrooms  observed  must  havemet  or  fully  met  six  of  the  sevenelements.**Indicator:**  A  measure  of  quality. (page 13) | In  some  cases,  it  may  not  bepossible  to  observe  an  indicatorduring  a  30-minute  observation.In  those  instances,  reviewerswill  interview  the  lead  teacher  toassess  whether  the  indicator  wasmet.Use  formal  teacher  observationsto  assist  staff  to  implementappropriate  interactions  withchildren.While  completing  formalobservations,  the  observer  shouldmove  throughout  each  room  andhelp  teachers  prepare  and  becomfortable  for  the  OCOT.Use  classroom  self-assessmentresults  to  ensure  the  environmentis  appropriate  to  the  needs  of  thechildren  in  the  room.Administrators  should  frequentlyobserve  staff  and  address  issues  as they  are  observed.Programs  may  complete  mockOCOT  and  teacher  interviews.Contact  your  local  resource  andreferral  agency  or  state  supportteam  for  assistance  in  this  process.Create  program  expectations  forinteractions  with  children  speciﬁcto  the  age  groups  served.Administrator  should  share  theOCOT  with  staff  prior  to  the  Onsite visit  and  after  its  completion.Use  sample  form  JFS  01521“Teacher  Observation  Form”  tomeet  the  requirements.Use  sample  form  JFS  01522“Teacher  Observation  Summary”  tomeet  the  requirements. (page 13) | Q: Which  classrooms  will  beobserved?A:   The  reviewer  will  randomlyselect  groups  for  the  OCOTobservation.  At  least  one  groupper  age  group  served  will  beselected.  The  program  maynot  select  the  rooms  that  areobserved.Q: What  happens  if  one  classroomdoes  not  meet  the  OCOT?A:   If  one  classroom  does  not  meetthe  OCOT,  the  program  will  beunable  to  receive  a  three-,  four-or  ﬁve-star  rating.  The  OCOT  isnot  required  for  one-  and  two-star  programs.Q: What  should  be  expected  during  anOCOT  visit?A:   ODJFS  or  ODE  reviewers  willobserve  the  environment  andstaff-child  interactions  by  movingthroughout  the  classroom  for30  minutes.  If  the  group  leavesthe  classroom,  the  reviewer  mayfollow.  The  observer  may  ask  theteaching  staff  where  to  ﬁnd  theactivity  plan  and  the  classroomschedule  for  review.  If  theobserver  has  questions  after  theOCOT  for  items  that  could  not  beobserved,  the  observer  will  askthe  teaching  staff.Q: Should  I  alter  my  programmingwhile  I  am  being  observed?A:   No,  the  OCOT  is  designed  to  becompleted  during  any  activity.Staff  should  keep  their  normal routine. (page 13) |
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| **Program Standards** | **Program Guide** |

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| **Domain: Administravie and Leadership Practices (Max 18 points)** |
| **Sub-Domain: Staff Supports** |
|  |  | **Staff Supports & Wage Structure (All Ratings)** |
| **Program Standard** | **Requirements** | **Key Terms** | **Tips** | **FAQ** |
| The program has a written wage structure. (page 6) | The program shall have a written process used to determine compensation for staff based on criteria established by the program.The program shall submit a copy of the written wage structure it uses to compensate staff (both full- and part-time). It shall base this structure on criteria it established, such as education, experience, length of employment, role or position. (page 6) | **Staff  Supports:**  Additional  beneﬁtsgiven  to  staff  by  the  program.Approved  SUTQ  staff  supportsmay  be  found  in  the  appendices  toOAC  rule  5101:2-17-01.**T.E.A.C.H  Early  Childhood®****OHIO:**  A  compensation  andretention  program  for  childcare  professionals.  For  moreinformation,  see**occrra.org/teach-****early-childhood****Planning Time:**  A  time  set  aside  forteachers  to  complete  group  activityplans. (page 18) | Determine  which  staff  are  eligibleto  receive  supports.Create  a  written  policy  regardingstaff  supports  and  wages  that  alsostates  how  this  policy  is  sharedwith  staff.Ensure  that  your  budget  cansustain  the  wage  structure  andstaff  supports  offered  for  allidentiﬁed  staff.Research  programs  in  your  area  todetermine  what  pay  rates  and  staffsupports  they  offer,  to  help  youobtain  and  retain  qualiﬁed  staff.If  your  program  is  part  of  a  largerorganization,  determine  whetherthe  organization  has  a  standardthat  you  are  expected  follow.Staff  supports  do  not  apply  tofamily  child  care  home  providers. (page 18) | If  staff  supports  are  available  onlyto  full-time  staff,  does  that  meetthe  requirement?•  Yes,  the  requirement  is  forprograms  to  have  a  staff  supportpolicy.  Programs  are  responsiblefor  selecting  who  may  receivesupports.What  if  my  program  does  not  haveboth  full-  and  part-time  staff?•  A  program  does  not  have  to  havea  wage  structure  for  a  categoryof  workers  it  does  not  employ.However,  its  written  policymust  state  the  types  of  staffit  employs  and  include  a  wagestructure  for  those  staff. (page 18) |
| The program offers two of the approved staff supports.The program offers three of the approved staff supports. (3 points) (page 6)  | Approved staff supports are as follows:A total of 5 days of paid leave (sick, vacation, and/or personal)Health benefitsRetirementDiscount on child careTuition reimbursement T.E.A.C.H. Early Childhood©OhioPaid professional developmentFlexible spending account Life insuranceFive paid holidays One hour of paid planning time weeklyThe program shall submit and maintain written documentation which includes the following: who is eligible to receive the staff supports and the program’s formal communication of the available supports to employees. (page 6) |  |  |  |
| **Sub-Domain: Program Administration** |
|  |  | **Program Self-Assessment** |
| **Program Standards** | **Requirements** | **Key Terms** | **Tips** | **FAQ** |
| The program completes an annual program self- assessment. | The program self-assessment is a standardized tool that is used to assess a program's administrative policies, procedures and practices.The self-assessment tool summary shall be submitted and include, at a minimum, the following:\*\* Program name, license number, name of self-assessment tool, name of person completing the self-assessment, and the date self-assessment is completed.\*\* A standardized process for assessing the following program elements:\*\* Human resource leadership and development\*\* Family and community partnerships \*\* Program development and evaluation\*\*Business and operations managementThe program shall keep on file for review, documentation of the completed and scored self- assessment tool summary. The self-assessment shall be completed and/or updated annually.Annual report: The program shall submit documentation of the completed classroom self- assessment tool summary. | **Program  Self-Assessment:**  Astandardized  tool  that  measures  aprogram’s  administrative  policies,procedures  and  practices  regardingthe  following:  Human  ResourceLeadership  and  Development,Family  and  CommunityPartnerships,  Program  Developmentand  Evaluation,  and  BusinessOperations  and  Management.•  Examples  of  self-assessmenttools  for  centers:Program  Administration  Scale(PAS)National  Association  for  theEducation  of  Young  Children(NAEYC)  Program  Self-StudyNational  AccreditationCommission  (NAC)  for  EarlyCare  and  Education  ProgramsHead  Start  Annual  ProgramAssessmentQuality  Self-Assessment  Tool(QSAT)  for  Ohio’s  AfterschoolProgramsOther  —  Assessment  toolsthat  are  part  of  the  program’scurriculum•  Examples  of  self-assessmenttools  for  family  child  care  homeproviders:Business  Administration  Scale(BAS)National  Association  ofFamily  Child  Care  (NAFCC)accreditation  materialsFamily  Child  Care  EnvironmentRating  Scale  —  Revised(FCCERS-R) (page 15) | ODJFS/ODE  staff  do  not  use  theseself-assessment  scores.  They’refor  the  beneﬁt  of  the  program,  tofoster  continuous  improvement.Ensure  that  the  tool  includes  therequired  elements.If  the  tool  is  completed  for  anagency  or  multiple  sites  withthe  same  owner,  each  programadministrator  must  have  access  tothe  results  for  site-speciﬁc  items.Use  sample  form  JFS  01586“Program  Self-AssessmentSummary”  to  meet  therequirements. (page 15) | Q: Can  the  OCOT  be  used  by  theprogram  as  a  self-assessment  tool?A:   No,  the  OCOT  evaluatesprograms’  environment  andinteraction,  not  administrativeand  leadership  practices.Q: What  resources  are  available  tohelp  with  the  assessment?A:   Programs  can  visit  the  websiteor  contact  the  author  of  thetool  they  select.  They  also  maycontact  their  local  resource  andreferral  agency  or  state  supportteam.Q: Who  needs  to  complete  theprogram  self-assessment  tool?A:   The  person(s)  who  completes  thetool  must  be  an  administrator  ofthe  program  or  agency  or  ownerof  the  program. (page 15) |

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|  |  | **Formal Observations (2 STAR and Above)** |
| **Program Standards** | **Requirements** | **Key Terms** | **Tips** | **FAQ** |
| Lead and assistant teachers have at least one formal observation annually. (page 8) | The observation shall be completed by the administrator or person(s) designated by the administrator within 30 days of hire and updated at least annually. The program shall submit a summary that shall include documentation of the formal observations for each staff member. The summary include the staff member’s name and the date the observation was completed.The completion of the classroom self-assessment or a self-evaluation by the lead or assistant teacher does not meet the requirement of this program standard.Annual report: The program shall submit documentation of the formal observations. (page 8) | **Formal  Observation:**  Astandardized,  written  assessmentof  strengths  and  areas  forimprovement. | Formal  observations  must  bescheduled  within  30  days  of  hireand  annually  thereafter.  They  canbe  completed  more  frequently  if  theprogram  plans  to  use  them  to  earnextra  points.The  formal  observation  mustinclude  the  observation  of  staff.It  is  important  for  the  personcompleting  the  assessment  tool  torecord  the  speciﬁc  observationsthat  the  program  could  usefor  planning  both  programimprovement  and  greater  support.Two  annual  formal  observationsmust  be  held  at  least  90  daysapart.  (4  and  5  star)Family  child  care  home  providersmust  use  the  Administrator  CKCSelf-Assessment  as  a  formalobservation  tool.  It  is  best  to  printit  in  color  for  easier  scoring.Use  sample  form  JFS  01516“Classroom  Self-AssessmentTool  Summary”  to  meet  therequirements.Use  sample  form  JFS  01587“Professional  Development  Plan”  tomeet  the  requirements. | Q: Can  I  use  my  classroom  self-assessment  to  meet  the  formalobservation  requirements?A:   Yes.  A  classroom  self-assessment  may  be  completedan  additional  time  for  each  staffmember  to  meet  the  formalteacher  observation  requirement.When  used  for  this  purpose,the  classroom  self-assessmentmust  include  an  observation  byanother  person.  It  may  not  becompleted  by  the  individual  beingobserved.Q: Can  ODE  programs  use  the  OhioTeacher  Evaluation  System  (OTES)to  meet  the  formal  observationrequirements?A:   Yes.  ODE  programs  also  may  usethe  walk-through,  pre-  and  post-conference  observations.Q: How  much  evidence  shouldbe  collected  for  my  formalobservations?A:   There  is  no  rule  requirement  fordocumentation  other  than  theformal  observation  itself. |
| Results of the formal observations are used to inform individual professional development plans. (page 9) | The program shall submit written documentation that demonstrates how the results of the formal observations were used to inform the goals as indicated on individual professional development plans. (page 9) |  |  |  |
| Results of the formal observations are used to inform the program’s annual continuous improvement plan. (4 points) (page 9) | The program shall complete and submit all of the required sections of the JFS 01509“Continuous Improvement Plan for SUTQ” (Rev. 7/2014) in order to obtain points towards a four or five-star rating.Annual report: The program shall submit the updated JFS 01509. (page 9) |  |  |  |
| Results of the annual classroom self-assessment are used to inform individual professional development plans. (3 points) (page 9) | The program shall submit written documentation that demonstrates how the results of the annual classroom self-assessments were used to inform the goals as indicated on individual professional development plans. (page 9) |  |  |  |
| Two formal observations are completed annually for all lead and assistant teachers. (2 points) (page 9) | Formal observations shall be completed within 30 days of hire and updated at least annually.The observations shall be completed by the administrator or person(s) designated by administrator. Documentation of the formal observations shall include the staff member’s name and the date the observation was completed. The two observations shall be at least 90 days apart.Annual report: The program shall submit documentation of the formal observations. (page 9) |  |  |  |

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|  |  | **Continuous Improvemtn Plan (CIP) (2 STAR and Above)** |
| **Program Standards** | **Requirements** | **Key Terms** | **Tips** | **FAQ** |
| The program completes an annual continuous improvement plan using results from the current annual program self-assessment, which includes a minimum of two goals and action steps towards completing the goals.Input from staff and families are also included in developing the continuous improvement plan. | The program shall complete and submit the required sections of the JFS 01509 “Continuous Improvement Plan For SUTQ” (Rev. 7/2014) for the desired rating. The plan shall be updated annually. The goals and action steps shall be evaluated and revised as needed based on the program’s progress toward intended outcomes. The administrator shall be able to provide written examples of ways that staff and families input are gathered and used to inform the continuous improvement plan.Annual report: The program shall submit the updated JFS 01509. | **Continuous****Improvement  Plan  (CIP):**A  documented  set  ofgoals  and  action  stepsto  improve  the  programover  time.**Goal:**  A  desired  outcome.**Action  Step:**  Ameasurable  task  thatleads  to  an  associated goal.**SMART  Goal:**S-SpeciﬁcM-MeasurableA-AttainableR-RealisticT-Timely(page 17) | Action  steps  must  be  very  speciﬁc.  Forexample,  an  action  step  to  “purchaseadditional  materials”  is  not  acceptable.An  action  step  to  “purchase  additionaldramatic  play  materials  for  the  toddlerroom”  would  meet  the  requirements.Reﬂect  on  the  previous  year’s  goals  tohelp  create  new  goals  for  the  next  year. Think  about  why  a  goal  was  met  ornot  met  and  if  it  should  be included  or adjusted  moving  forward.Be  sure  program  goals  relate  toitems/indicators  found  within  theformal  observation  or  classroom  self-assessment  tool.For  family  child  care  home  providers,goals  may  be  created  for  the  programinstead  of  each  individual  group,  evenif there  are  multiple  groups  in   the  home.The  CIP  is  required  to  be  updatedannually.  Best  practice  is  to  use  it  asa  working  document  and  update  asneeded.  It  is  recommended  that  the CIPbe  reviewed  at  least  quarterly or  when new  formal  teacher  observations  and/or  classroom  self-assessment  tools  arecompleted.Programs  can  add  new  goals  if previousgoals  have  been  completed.Set  short-  and  long-term  goals  that  arerealistic  and  attainable.There  may  be  some  areas  in  which  aprogram  cannot  improve  its  score  –  for example,  if  a  room  conﬁguration  wouldbe  improved  by  removing  a  wall,  but  the program  cannot  remove  the  wall.  This would  not  be  an  achievable  goal  and should  not  be  included.Provide  the  annual  survey  to  families  In a  variety  of  formats  –  for  example,  on paper,  verbally  and  online.  Regardless  of the  format,  the  survey  should  be  easy  tocomplete. (page 17) | Q: Who  completes  the  JFS  01509“Continuous  Improvement  Plan  (CIP)  forStep  Up  To  Quality  (SUTQ)”  form?A:  The  administrator  or  designee.Q:If  a  goal  was  not  accomplished,  can  the dates  be  updated  on  the  current  CIP  to remove  the  requirement  for  a  new  JFS01509?A:   The  plan  is  required  to  be  Updated annually.  It  may  be  updated  on  the previous  form.Q:Can  ODE  programs  use  the  CIP  for  the district?A:  Yes,  as  long  as  the  district  planincludes  goals  and  improvements  for the  preschool.Q: How  can  families  be  encouraged  to complete  the  survey?A:   Make  the  survey  as  easy  as  possibleto  complete.  Include  simple, straightforward  questions  and  multipleformats  (printed  or  online)  that  are easy  to  access.A:  Offer  an  incentive  for  participating.A:   Show  families  evidence  that  thesurvey  results  are  used  and  affect  the program. (page 17) |
| The program’s annual continuous improvement plan has strategies to engage community partners to support child and family outcomes. (3 points) | The program shall complete and submit all of the required sections of the JFS 01509“Continuous Improvement Plan for SUTQ” (Rev. 7/2014) in order to obtain points towards a four or five-star rating.The strategies shall be evaluated and revised as needed based on the program’s progress toward intended outcomes.The administrator shall be able to explain:The process used to develop the continuous improvement plan, goals, and action stepsThe process to get input from staff and familiesThe strategies used to engage community partnersAnnual report: The program shall submit the updated JFS 01509. |  |
| The program conducts an annual survey with families and community partners to review accomplishments of program goals. (3 points) | The program shall document and submit the method of conducting the survey with families and community partners. The documentation shall include: the number of families that participated as well as the identified community partners. A sample copy of the survey and a summary of the results shall be available for review.The administrator shall be able to explain the process used to conduct the surveys and how the results were used for continuous program improvement. |  |
| **Sub-Domain: Staff Management** |
|  |  | **Professional Development Plan** |
| **Program Standard** | **Requirements** | **Key Terms** | **Tips** | **FAQ** |
| Administrators, lead teachers and assistant teachers have annual professional development plans.(page 8) | A professional development plan is a written individualized plan used to document the on-going training and professional development needs of staff.The professional development plan shall be completed within 30 days of hire and updated atleast annually. It shall include the staff member’s name, date of hire, position, staff signature, date of completion/update, and on-going training and professional development needs relatedto meeting the performance goals indicated on the professional development plan.The program shall submit a copy of the professional development plan and a written description of the process used to complete plans for administrators, lead teachers and assistant teachers.Annual report: The program shall submit documentation verifying that all of the professional development plans have been updated annually. (page 8) | **Professional  development  plan:**A  written  statement  of  the  goals,action  steps  and  outcomes  foradvancing  a  staff  member’slearning.**Goal:**  A  desired  outcome.**Action  Step:**  A  measurable  taskthat  leads  to  an  associated  goal.(page 19) | Employees  should  be  involved  increating  their  own  professionaldevelopment  plans.Use  formal  observations,  classroomself-assessments,  programassessments,  and  a  considerationof  the  individual  teacher’s  interestsand  needs  when  creating  a  plan.Professional  development  can  bemore  than  attending  a  training.  Itcan  include  job  shadowing,  visitingprograms,  joining  a  professionalorganization  and/or  obtainingadditional  education.Consider  including  trainings  outsidethe  individual’s  specializationarea  if  that  might  be  helpful.  Forexample,  a  training  about  preschooltransitions  may  be  helpful  for  atoddler  teacher  who  has  childrenapproaching  preschool  age.A  goal  must  be  more  speciﬁc  thanthe  general  SUTQ  requirements.For  example,  a  goal  that  states“complete  the  two  required  coursesand  obtain  an  additional  15  hoursof  professional  developmentduring  the  biennium”  would  not  beaccepted.Use  professional  development  plansas  working  documents  that  can  beupdated/adjusted  at  any  time.Revisit  the  professionaldevelopment  plan  if  the  individual’srole  has  changed.Use  sample  form  JFS  01587“Professional  Development  Plan”  tomeet  the  requirements. (page 19) |  Q: What  if  no  training  meets my  goal/age  group/specialization?A:  Staff  should  plan  far  enoughin  advance  to  have  a  betterchance  at  ﬁnding  professionaldevelopment  opportunities  thatare  applicable  to  their  work  andgoals.Q: Do  the  professional  developmentplans  need  to  address  all  20  hoursrequired  by  SUTQ?A:   Yes,  but  they  also  may  includeother  professional  developmentopportunities  that  beneﬁt  theindividual  program.Q: Can  ODE  programs  use  the  OTESto  meet  professional  developmentplan  requirements?A:   A  growth  plan  can  be  used  as  aprofessional  development  plan  ifit  includes  details  about  plannedprofessional  development.However,  growth  plans  typicallyinclude  only  goals  set  as  a  resultof  the  self-assessment.  Thiswould  not  be  accepted.Q: Do  ﬂoaters,  paraprofessionals,  part-time  aides  or  individual  aides  needprofessional  development  plans?A:;  No,  unless  they  are  used  in  alead  or  assistant  teacher  capacityfor  more  than  90  consecutivedays. (page 19) |
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| **Program Standards** | **Program Guide** |

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| **Domain: Staff Qualifications and Professional Development (Max 16 points)** |
| **Sub-Domain: Staff Education** |
|  |  | **Staff Education (All Ratings)** |
| **Program Standard** | **Requirements** | **Key Terms** | **Tips** | **FAQ** |
| The administrator has an associate’s degree (AA) or higher in Early Childhood Education (ECE) or an approved related field for ECE teachers or school-age teachers, or Career Pathways Level (CPL) 3.Fifty percent of lead teachers have an AA appropriate to the age groups noted below or aCPL 3 Early Childhood Teachers – An AA in ECE or an approved related field. (page 9) | [The CDA shall be current. www.cdacouncil.orgAll administrators, lead and assistant teachers shall create a profile in the Ohio Professional Registry (OPR) within 30 days of beginning employment. Individuals shall submit their education to the OPR for verification, following the OPR’s established policies and procedures. https://www.occrra.org/oprDocumentation will not be considered complete until it has been verified by the OPR.](http://www.cdacouncil.org/) (page 9) | **Child  Development Associate****Credential  (CDA):**  The  Council  forProfessional  Recognition  issues  thisnationally  recognized  credentialbased  on  a  core  set  of  competencystandards  to  guide  early  care  andeducation  professionals  towardbecoming  qualiﬁed  teachers  ofyoung  children.**Early  Childhood  Education  (ECE):**A  ﬁeld  of  study  that  includes  bothearly  childhood  and  elementaryeducation.  ECE  degree  programsat  accredited  institutions  of  higherlearning  include  Early  ChildhoodEducation,  Human  Ecology,  ChildDevelopment,  Family  Studies,Child  and  Family  CommunityStudies,  Human  Development,  andElementary  Education  with  fourcourses  in  child  development  orECE.**Minimum  Instruction Time:**The  deﬁnition  for  minimuminstruction  time  can  be  found  in  theappendices  to  OAC  rule  5101:2-17-01.**SUTQ  Professional:**  A  lead  orassistant  teacher,  administrator,  orfamily  child  care  home  provider.**Career  Pathways  Level  (CPL):**  Ameasure  of  an  individual’s  formaleducation,  credentials,  certiﬁcates,experiences  and  ongoingprofessional  development,  basedon  data  entered  into  the  Ohio (page 21) Professional  Registry. | Encourage  staff  to  seek  higherlevels  of  education.When  applying  for  SUTQ  starratings,  use  CPLs  for  staff  withoutECE  degrees.  For  more  information,contact  the  Ohio  Resource  andReferral  Association.When  replacing  staff,  make  surethe  education  levels  of  the  newstaff  are  the  same  or  higher  thanthe  education  levels  of  the  formerstaff. (page 21) | Q: If  a  staff  person  who  is  usedto  meet  SUTQ  staff  educationrequirements  leaves  my  program,do  I  have  to  report  it  to  ODJFS/ODE?A:   No.  However,  the  education  levelof  staff  must  be  maintained  toremain  qualiﬁed  for  the  star  levelawarded.A:   Please  note:  Programs  arerequired  to  report  administratorchanges  to  meet  licensingrequirements.Q” What  happens  if  I  lose  a  staffmember  during  the  veriﬁcationprocess?A:   A  45-day  deferral  will  beawarded  so  you  can  replacequaliﬁed  staff  needed  for  therating.Q: How  does  SUTQ  deﬁne  “long-termsubstitute  teacher”?A:   If  substituting  for  longer  than90  days,  then  the  personis  considered  a  long-termsubstitute.(page 21) |
| School-Age Teachers – an AA in an approved related field.The lead teacher shall meet the 3 ½ hour minimum instruction time daily, not including nap or rest, for more than half of the days in operation each week. The assistant teacher or co-lead teacher shall meet this requirement on the other days. The minimum instruction requirement shall not be shared by more than two regularly assigned lead, co-lead, or assistant teachers. If the program is in operation fewer 3 ½ hours, the lead teacher shall be in attendance the entire time the program is in operation.School-age programs shall have a lead teacher for either the before or after school sessions and for the entire duration of that session on school days. School- age programs shall follow the same as other programs during the summer.(page 10) | Approved related fields for early childhood teachers: ECE, Child Development, Family Studies, Human Ecology, Human Development, Child and Family Community Studies, Elementary Education with four courses in Child Development or Early Childhood Education from anaccredited institution of higher education. Additionally, related child development fields including Psychology, and Recreation Management may be approved if 12 semester or 18 quarter hours of child development coursework with a grade of C or better, is completed.Approved related fields for school-age teachers: Related fields may be Elementary, Middle or Secondary Education, or Physical Education from an accredited institution of higher education. Additionally, related child development fields including Psychology, and Recreation Management may be approved if 12 semester or 18 quarter hours of child development coursework, with a grade of C or better, is completed.All administrators named on the program’s license shall meet the educational requirements for the desired rating. If multiple administrators are named on the program’s license, the program standard will be assessed for the administrator with the lowest verified education qualifications.Annual report: The program shall submit the OPR documentation for verification of the education qualifications. (page 10) |  |  |  |
| Administrators:\*\* Master’s degree in ECE or approved related field or bachelor’s degree (BA) with CPL 5, or a BA in ECE with an Administrator Credential Level (ACL) 3 (5 points); or\*\* BA in ECE or related field with an administrator license, (4 points); or\*\* BA in ECE or approved related field, or CPL4, or AA in ECE or approved related field with a CPL 3 (3 points)\*\* Associate’s degree in ECE or approved related field with an CPL 3 (2 points) (page 10) | [The CDA shall be current. www.cdacouncil.orgPrograms can earn additional points for the education qualifications of the administrator(s), lead teachers, and assistant teachers.The program can only earn one of the designated points values within each of the three categories.All administrators named on the program’s license shall meet the educational requirements for the desired rating. If there are multiple administrators named on the program’s license, the points obtained will be assessed for the administrator with the lowest verified education qualifications.Annual report: The program shall submit to the OPR documentation for verification of the education qualifications.](http://www.cdacouncil.org/) (page 10) |  |  |  |
| Lead Teachers:\*\* 100 percent have a BA in ECE or approved related field or a CPL 4 (5 points); or\*\* 50 percent have a BA in ECE or approved related field or a CPL 4, and the other 50 percent have a minimum of an AA appropriate to the age groups noted in Step 3 or a CPL 3 (4 points); or\*\* 100 percent have an AA appropriate to the age groups noted in Step 3 or a CPL 3 (3 points)Assistant Teachers\*\* 100 percent have a CDA or CPL 2 (4 points); or\*\* 50 percent have an AA in ECE (or related field for school-age teachers) (3points); or\*\* 75 percent have a CDA or CPL 2 (2 points); or\*\* 50 percent have a CDA or CPL 2 (1 point) (page 11) |  |  |  |  |
| **Sub-Domain: Professional Development** |
|  |  | **Professional Development (All Ratings)** |
| **Program Standards** | **Requirements** | **Key Terms** | **Tips** | **FAQ** |
| Administrators, lead teachers and assistant teachers achieve and maintain the Step Up To Quality Professional Development Certificate, including completing at least 20 clock hours of approved specialized training each biennium.Individuals who are currently enrolled in a degree- granting program in early childhood or related field can use coursework to fulfill the biannual training requirement. (page 11) | Early childhood coursework from an accredited institution of higher education can be used to fulfill the specialized training requirement. Individuals enrolled in a post-secondary degree in early childhood or a related field may also use general coursework to meet the training requirements.The college coursework shall be successfully completed (with a grade of C or better or a passing grade from a pass/fail course). One semester hour of college coursework is equivalent to 15 clock hours, and one quarter hour of college coursework is equivalent to 10 clock hours. College coursework will only be verified using a copy of an official transcript or grade card. (page 11) | **Ohio  Professional  Registry****(OPR):**A  centralized  information  systemfor  early  childhood  and  after-schoolprofessionals.**Biennium:**  A  speciﬁed  two-yearperiod.**Professional  Development****(PD)  Certiﬁcate:**  A  certiﬁcationthat  must  be  obtained  by  alladministrators,  lead  teachers,assistant  teachers  and  familychild  care  home  providers  eachbiennium,  after  completing  20hours  of  qualifying  professionaldevelopment.  This  must  include  thefollowing  courses:•  Ohio’s  Overview  of  ChildDevelopment:  This  three-hourcourse  explores  the  basics  ofchild  development  and  explainshow  to  use  that  knowledge  toprovide  quality  care  for  children.•  Ohio’s  Approach  to  Quality:This  two-hour  course  exploresthe  basics  of  SUTQ  and  what  itmeans  for  classroom  staff  and administrators.  Participants  gain a  better  understanding  of  the purpose  behind  SUTQ  and  howtheir  actions  affect  the  quality  of care.**Ohio Approved:**  Signiﬁesacceptance  by  SUTQ,  the  ODEOfﬁce  of  Early  Learning  andSchool  Readiness,  and  the  OhioDepartment  of  Health’s  Help  MeGrow  program.**College  coursework:**  Individualspursuing  post-secondary  degrees  inearly  childhood  education  or  relatedﬁelds  may  use  college  courseworkto  meet  the  PD  requirement  ifthey  obtain  a  grade  of  C  or  betteror  passing  if  they  take  the  coursepass/fail.  Approved  related  ﬁeldsmay  be  found  in  the  appendices  toOAC  rule  5101:2-17-01.  Transcriptsor  grade  cards  must  be  submitted  tothe  OPR  for  veriﬁcation.**Clock  hour:**  60  minutes (page 23) | As  part  of  the  hiring  process,request  information  about  thestatus  of  a  candidate’s  PDcertiﬁcate.Ask  candidates  to  bring  aprinted  copy  of  their  OPR  proﬁleto  their  interview.Schedule  PD  early  in  thebiennium  to  allow  time  toreschedule  courses  due  tounforeseen  circumstances.If  a  staff  member  has  plannedleave,  ensure  that  PD  iscompleted  prior  to  the  leaveperiod,  if  possible.Encourage  staff  to  complete  10hours  of  PD  each  year.Take  PD  courses  that  meetboth  SUTQ  and  licensingrequirements.If  an  individual  is  taking  CDAcourses,  Ohio  Approved  coursesmay  count  toward  their  PDrequirement.Administrators  can  allow  staffmembers  to  choose  their  PD  butshould  ensure  that  it  applies  totheir  position.Include  staff  in  the  planning  andexecution  of  their  PD.Staff  should  manage  their  ownproﬁles  in  the  OPR.Use  sample  form  JFS  01587“Professional  DevelopmentPlan”  to  meet  the  requirements.All  PD  hours  used  to  earn  extraSUTQ  points  must  be  obtainedprior  to  the  registration  date.  (4and  5  stars) (page 23) | Q: Are  staff  members  on  leave  Required to  complete  professional  Development during  that  time?A:   Each  individual  serving  in  a  rolethat  requires  SUTQ  professionaldevelopment  who  is  employed  at  thebeginning  and  end  of  the  biennium are  required  to  obtain  a  professional development  certiﬁcate  regardless  of attendance  or  work  schedules.Q: What  if  I  hire  someone  from  another program  during  the  biennium?A:   If  the  individual  previously  Worked for  a  rated  program  in  a  role  thatrequired  professional  development,they  must  obtain  the  complete  PD certiﬁcate  in  the  required  timeframe. Q: What  if  I  hire  someone  from  a  non-rated program  during  the  biennium?A:  The  individual  should  follow  the  pro-ration  chart  in  the  appendix  to  OAC rule  5101:2-17-01  for  the  quarter  in which  they  were  hired.Q: If  there  are  additional  staff  in  a  room, what  are  their  requirements?A:   There  are  no  requirements  forprofessional  development  for  staffwho  are  not  serving  in  a  role  that  is identiﬁed  in  the  appendices  to  OACrule  5101:2-17-01.Q: What  are  the  PD  requirements  for  an initial  registration?A:  There  are  no  requirements  forprofessional  development  hours  prior to  submitting  a  registration.Q: How  does  SUTQ  deﬁne  “long-term substitute  teacher”?A:   If  substituting  for  longer  than  90days,  then  the  person  is  considered  a long-term  substitute.Q: For  ODE  programs,  do  coursesidentiﬁed  in  my  IndividualizedDevelopment  Professional  Plan  (IPDP)count  toward  the  PD  certiﬁcate?A:   Yes.  Trainings  that  are  on  the  IPDP and  that  are   approved  by  the   Local Professional  Development   Committee can  be  accepted  for SUTQ  as  long as  they  relate  to  early  childhood. (page 23) |
| 100 percent of administrators and lead and assistant teachers have obtained 30 or more hours of approved professional development each biennium (3 points); or 100 percent of administrators and lead and assistant teachers have obtained 25 or more hours ofapproved professional development each biennium (2 points); or50 percent of administrators and lead and assistant teachers have obtained 30 or more hours of approved professional development each biennium (2 points); or50 percent of administrators and lead and assistant teachers have obtained 25 or more hours of approved professional development each biennium . (1 point) (page 12) |  |  |  |  |
| All newly hired staff are required to complete Ohio's Approach to Quality and Ohio's Overview of Child Development within 30 days of being hired.The hours accumulated for these two courses will count as professional development hours. Any post-secondary child development course completed (with a grade of C or better or a passing grade from a pass/fail course) within the previous six years will count toward the Ohio's Overview of Child Development regardless of degree. Documentation of the course shall be submitted to the OPR no later than sixty days prior to the end of the biennium. (page 12) |  |  |  |
| **Year One (page 12 – 13)** | **Year 2 (page 12 – 13)** |
| Quarter | Quarter One(July 1st – December 31st ) | Quarter Two (January 1st – June 30th) | Quarter Three(July 1st – December 31st ) | Quarter Four (January 1st- June 30th) |
| Required for All | Staff employed within quarter one are required to complete the full 20 credit hours by the completion of year two. | Staff employed within quarter two are required to complete 15 of 20 credit hours by the completion of year two. | Staff employed within quarter three are required to complete 10 of 20 credit hours by the completion of year two. | Staff employed within quarter four are required to complete 5 or 20 credit hours by the completion of year two\*. |
| Staff Counting Toward25 Plus Hours | Staff employed within quarter one are required to complete the full 25 credit hours by the completion of year two. | Staff employed within quarter two are required to complete 20 of 25 credit hours by the completion of year two. | Staff employed within quarter three are required to complete 15 of 25 credit hours by the completion of year two. | Staff employed within quarter four are required to complete 10 of 25 credit hours by the completion of year two. |
| Staff Counting Toward 30 Plus Hours | Staff employed within quarter one are required to complete the full 30 credit hours by the completion of year two. | Staff employed within quarter two are required to complete 25 of 30 credit hours by the completion of year two. | Staff employed within quarter three are required to complete 20 of 30 credit hours by the completion of year two. | Staff employed within quarter four are required to complete 15 of 30 credit hours by the completion of year two. |
| \*Exceptions: Staff employed within the month of June, quarter four, are not required to begin their certificate hours (except for the required classes) and will begin the full 20 certificate hours July 1, quarter one of the next biennium.

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|  |  | **Ohio Professional Registry (All Ratings)** |
| **Program Standards** | **Requirements** | **Key Terms** | **Tips** | **FAQ** |
|  |  | **Ohio  Professional  Registry  (OPR):**  Acentralized  information  system  for  earlychildhood  and  after-school  professionals.**Organization  Dashboard:**  Part  of  theOPR;  contains  information  related  to  achild  care  program,  including  current  andpast  employees,  upcoming  trainings,  andcurrent  enrollment.**Professional  Registry  Proﬁle:**  A  proﬁle  That must  be  completed  through  the  OPR  for all  lead  and  assistant  teachers,  includingadministrator(s)  and  family  child  carehome  providers.  Registry  Proﬁles  must  becompleted  prior  to  applying  for  a  SUTQ rating.**Career  Pathways  Level  (CPL):**  A  measureof  an  individual’s  education,  credentials,certiﬁcates,  experiences  and  ongoingprofessional  development;  the  OPRcalculates  CPLs  based  on  entered  data.**Administrator  Credential  Level  (ACL):**  A credential  awarded  through  the  OPR  aftercompletion  of  the  Administrator  Core Knowledge  and  Competencies  TrainingSeries.  Three  ACLs  are  available.**Exemption—Child  Development:**  Signiﬁesthat  an  individual  is  not  required  tocomplete  a  particular  course  because  he or  she  completed  a  post-secondary  coursein  child  development  within  the  past  six years  and  received  a  grade  of  C  or  higheror  a  passing  grade  if  the  course  was  taken pass/fail.**Dual  Role:**  An  administrator  or  teacher who  serves  in  two  different  capacities  ata  program.  For  example,  an  individual  maybe  the  lead  teacher  and  the  administrator,or  they  may  be  the  lead  teacher  for  two part-time  sessions.  One  person  may  notserve  dual  roles  at  two  different  programs.**College Transcripts:**  Ofﬁcial  record  Of completed  coursework.  Transcripts  or  agrade  card  are  the  only  acceptable  formsof  veriﬁcation  for  the  completion  of  collegecoursework. (page 22) | Staff  should  manage  their  ownproﬁles  in  the  OPR.Staff  should  submit  their  trainingdocumentation  directly  to  theOPR.Staff  concerned  about  theveriﬁcation  timeline  shouldcontact  the  OPR  directly.Administrators  should  createa  system  to  regularly  managetheir  program’s  dashboard  in  theOPR. (page 22) | Q: Who  do  I  contact  forassistance  with  the  OPR?A:   Contact  the  Ohio  ChildCare  Resource  and  ReferralAssociation  at  (614)  396-5959  orsupport@occrra.org. (page 22) |

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| **Program Standards** | **Program Guide** |

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| **Domain: Family and Community Partnerships (Max 8 points)** |
| **Sub-Domain: Transitions** |
|  |  | **Childs Records Transferred (2 STAR and Above)** |
| **Program Standards** | **Requirements** | **Key Terms** | **Tips** | **FAQ** |
| The program provides written information to families on transitioning children into, within, and out of the program.(page 14) | The program shall submit copies of written information given to families on transitioning children into, within, and out of the program.**(page 14)** | **Child’s  Records:**  All  documentationmaintained  by  the  program  relatedto  the  child’s  education  anddevelopment.  This  does  not  includeattendance  or  payment  records. (page 25) | Ensure  that  written  parentconsent  has  been  provided  prior  totransferring  child  records  to  anotherprogram.Store  records  alphabetically  bychild  so  documents  are  easy  to  ﬁndwhen  needed.  Written  consent  isnot  required  to  transfer  a  child’sﬁle  within  the  same  agency  orprogram.Organize  each  child’s  recordschronologically  to  showprogression.Offer  to  communicate  with  thenew  program  if  the  family  desiresassistance  with  the  child’s transition. (page 25) | Q: Can  my  program  have  a  policy  that we  do  not  transfer ﬁles  to  another program?A:  Yes,  but  you  will  not  be  able  toreceive  a  2-star  or  higher  rating.Q: How  long  is  the  program  requiredto  maintain  ﬁles  after  a  child  hasleft?A:   There  is  no  rule  requirement  formaintaining  SUTQ  documentsafter  the  child  has  left  theprogram,  but  programs  mustbe  able  to  show  that  they  havemet  licensing  requirements.  Bestpractice  is  to  maintain  ﬁles  for  atleast  a  year  after  a  child  leaves the  program. (page 25) |
|  |  | **Transition Plan (All Ratings)** |
| **Program Standards** | **Requirement** | **Key Terms** | **Tips** | **FAQ** |
| The program provides age-appropriate activities for children to prepare them for the transition to a new classroom or educational setting. (page 14) | The program shall submit and maintain documentation which describes age-appropriate activities for children to prepare them for the transition to a new classroom or educational setting. The documentation shall include the age group in which the activities were conducted and the purpose of the activity.Lead teachers shall be able to describe the age appropriate activities used to help children prepare for transitions.(page 14) | **Transition:**  A  child  moving  fromone  group  or  room  to  another  or  to a  new  educational  setting.**Transition  plan:**  A  documentThat outlines  what  steps  will  Betaken to  prepare  a  child  and  family  for  anew  group  or  setting. (page 26) | Provide  clear  communicationthrough  the  program’s  parenthandbook  on  how  and  whentransitions  occur  and  how  best  tosupport  the  child.Provide  families  with  activitiesto  help  their  children  transitionsuccessfully.  This  will  not  only  helpthe  child,  but  also  strengthen  thefamily’s  connection  to  the  programand  increase  their  involvement  intheir  child’s  learning.Be  ﬂexible  with  the  transitionplan,  based  on  the  child’s  needs.Staff  should  observe  how  well  thechild  is  adapting  and  modify  thetransition  plan  with  input  from  thefamily,  if  necessary.Communicate  with  families  andstaff  prior  to  the  transition  andschedule  a  meeting  or  tour  of  thenew  classroom,  with  teacherspresent  if  possible.Provide  the  schedule  and  classroomactivities  to  the  family  prior  to  thetransition. (page 26) | Q: Can  my  transition  plan  be  the  same for  all  children?  (3  star  and  above)A:   No.  The  base  plan  may  bethe  same,  but  it  should  beindividualized  based  on  eachchild’s  needs,  temperamentsand  personality.  It  should  alsotake  parent  preferences  intoconsideration.Q: How  do  I  transition  children  that  do not  give  notice  prior  to  leaving  the program?A:   If  a  child  leaves  the  programwithout  notice,  the  programis  not  expected  to  provide  atransition  out  of  the  program.Q: Do  transitions  apply  to  family  childcare  settings?A:   Yes.  Transitions  into  and  out  ofthe  program  apply  to  all  settings.Transitions  within  a  programapply  to  family  child  care  onlywhen  the  program  has  more  thanone  group  within  the  program.Q: How  do  transitions  apply  to  school-age  children?A:   Transitions  for  school-agechildren  are  required  in  the  samemanner  as  all  other  children.Q: How  do  transitions  apply  toprograms  that  close  for  thesummer?A:   Programs  that  do  not  operateall  year  should  have  a  transitionplan  each  year  for  children  whoare  not  planning  to  return  thefollowing  year.  If  children  do  nottransition  between  groups  duringthe  year,  there  would  be  notransition  during  the  year. (page 26) |
| The program transfers any child’s records to the new setting at the family’s request and with the family’s written consent.(page 14) | The program shall have a written policy explaining the procedure for obtaining family consent.The program shall submit and have available for review, completed copies of the document used to obtain written family consent or a sample if no completed copies are available.The written consent shall include the child’s name, the name of the new setting that the records will be released to, a statement indicating the family would like the records released, the parent/guardian signature, and the date of signature. (page 14) |  |  |  |
| Lead teachers meet with families to develop an individualized transition plan that supports a child’s transition to another classroom or educational setting. (page 14) | The program shall submit a plan that includes the name of the staff member completing the plan, the child’s name, the parent/guardian signature and date of development, and opportunities for family input. (page 14) |  |  |  |
|  The program has written transition policies and procedures that include strategies for supporting transitions into, within, and out of the program for both children and families. (2 points) (page 14) | The program shall submit and have on file for review the written transition policies and procedures. The strategies for supporting transitions into, within, and out of the program shall be clearly described for both children and families and include strategies that are developmentally appropriate for the age group. (page 14) |  |  |  |
| **Sub-Domain: Communication and Engagement** |
|  |  | **Communication** |
| **Program Standard** | **Requirement** | **Key Terms** | **Tips** | **FAQ** |
| The program obtains information about the family structure and routines that is important to the child’s development. (page 15) | The program shall submit the form used to collect family information. This information shall be on file for all children enrolled at the program.(page 15) | **Two-way  communication:**  Whenboth  the  program  and  family  share information. (page 27) | Family  Information  Form•  Obtain  a  completed  familyinformation  form  for  eachenrolled  child.  The  form  shouldinclude  the  family  structure  androutines  that  are  important  to  thechild.•  For  programs  that  operate  allyear,  select  one  date  each  yearwhen  family  information  formsare  updated.  Each  family  shouldupdate  forms  at  this  time  toensure  that  no  child  goes  morethan  a  year  without  an  update.•  Programs  that  do  not  operateduring  the  summer  can  have  allfamilies  complete  a  new  familyinformation  form  each  year  at  thetime  of  enrollment.•  Use  sample  form  JFS  01511“Family  Information  Form”  tomeet  the  requirements.Communication  Methods  (2  starand  above)•  Give  families  information  aboutresources  and  communityservices  in  the  program’s  parenthandbook,  on  its  Facebook  pageand  on  the  program  website.Please  note:  You  must  havewritten  parent  permission  beforeposting  photos  of  children  orinformation  about  them.•  Inform  families  about  allthe  ways  communication  isdistributed  so  they  can  identifythe  best  way  to  exchangecommunication.•  Programs  may  meet  thisrequirement  with  parent-teacher  conferences,  electronicnotiﬁcation  systems  or  dailyinformation  sheets.  At  least  oneof  these  methods  must  promotetwo-way  communication. (page 27) | Q: What  if  a  program  offers  parent-teacher  conferences  as  a  two-way  communication  and  parentsdecline?A:   The  program  would  meet  therequirement  by  offering  theconferences.  The  programmay  wish  to  obtain  a  parent’ssignature  when  families  decline (page 27) |
| The program provides information regarding resources and community services to families.(page 15) | The program shall submit sample copies of information provided to families regarding the resources and community services that are available to them to support the family and the development of their children. (page 15) |  |  |  |
| The program communicates with families using different modes of communication; and at least one mode promotes two-way communication.(page 15) | Administrators and teachers shall be able to describe the modes of communication used with families.(page 15) |  |  |  |
|  |  | **Child Educational and Developmental Goals (3 STAR and Above)** |
| **Program Standards** | **Requirements** | **Key Terms** | **Tips** | **FAQ** |
| The program provides families information on topics addressing health and child development annually that are appropriate to all age groups served at the program. | The program shall submit dated copies of the health and child development information provided to families. | **Developmentally Appropriate****Practice  (DAP):**  “An  approach  toteaching  grounded  in  researchon  how  young  children  developand  learn  and  in  what  is  knownabout  effective  early  education.”(National  Association  for  theEducation  of  Young  Children) (page 28) | Use  sample  form  JFS  01514“Developmental  and  EducationalGoals  Form”  to  meet  therequirements.All  children  enrolled  must  havedevelopmental  goals.  If  child-related  goals  are  included  in  an  IEPor  IFSP,  they  may  be  used  to  meetthis  standard.Meet  with  the  family  multiple  timesthroughout  the  year  to  review  anyfamily  changes  and  eucationalgoals.If  the  program  serves  only  school-age  children,  it  must  submit  astatement  that  these  requirementsdo  not  apply. (page 28) | When  is  it  best  to  complete  thegoals  with  the  parents?•  Goals  should  be  completed  afterthe  ﬁrst  developmental  screeningso  that  the  results  may  be  usedto  create  the  goals.How  many  goals  should  becreated?•  At  least  two.Is  this  something  that  should  becreated  for  all  children?•  Yes.  All  children  enrolled  musthave  developmental  goals.  Ifchild-related  goals  are  included  inan  IEP  or  IFSP,  they  may  be  usedto  meet  this  standard. (page 28) |
|  |  | **Health Screening (2STAR and Above)** |
| **Program Standards** | **Requirements** | **Key Terms** | **Tips** | **FAQ** |
| The program has written policies and procedures to ensure that children have received comprehensive health screenings or families have been provided information on the importance of health screenings and resources to obtain them. (page 15) | The program shall submit a written description of their health screening policy which includes how the program will ensure that children have received comprehensive health screenings and referrals to community resources. The policy shall also include a referral process to community resources for those children who have not received a health screening. Comprehensive health screenings include: vision, dental health, height, weight, hearing and blood lead and hemoglobin levels.The program shall submit written information available to families regarding the importance of the health screenings and resources that are available to them in order to obtain the screenings.If the program only serves school-age children a statement shall be submitted explaining that these requirements do not apply. (page 15) | **Health  Screening:**  A  medicalevaluation  to  identify  potentialhealth  issues.**Comprehensive  Health  Screening:**A  medical  evaluation  thatincludes  checks  of  blood  leadand  hemoglobin  levels,  as  well  asvision,  dental,  height,  weight  andhearing. (page28) | If  a  program  chooses  to  providehealth  screenings,  they  shouldbe  completed  at  the  time  ofenrollment.If  a  program  chooses  not  to  providehealth  screenings,  it  may  wish  togive  families  a  list  of  communityresources  that  provide  them.Give  families  a  list  of  websites  That have  comprehensive,  reliable  Health information,  such  as**cdc.gov**  or **KidsHealth.org**.Work  with  local  organizationsto  offer  health  screenings  at  theprogram.Partner  with  an  organization  tohost  a  health  fair. (page 28) | Q: Does  the  program  have  to  offer  todo  the  screenings?A:   No.  The  program  is  requiredonly  to  provide  information  andresources.Q: Does  the  program  have  to  makethe  families  complete  healthscreenings?A:   No.  The  program  is  not  requiredto  track  screenings  that  werecompleted.Q: Will  my  rating  be  impacted  ifa  family  doesn’t  complete  themedical  screening? A:   No.  The  program  is  responsibleonly  for  providing  information,not  for  whether  families  chooseto  participate. (page 28) |
| The program and parents work collaboratively to create annual written, developmental and educational goals for children.(page 16) | The written goals shall include the name of the child, developmental and/or educational goals, the parent/guardian signature and date of completion. The written documentation shall clearly identify the family’s opportunity to develop the goals. The goals shall be updated annually.(page 16) |  |  |  |
|  |  | **Community Engagement/Parent Resources (All Ratings)** |
| **Program Standards** | **Requirements** | **Key Terms** | **Tips** | **FAQ** |
| The program has written documentation of formal and/or informal agreements with community partners and other family-serving agencies, programs and entities. (3 points)(page 16) | The program shall submit documentation of formal and/or informal agreements which shall include the name of the community partner of other family-serving agencies, programs or entities with whom the program has an agreement, the name of a contact person within the agency, program or entity, and the nature of the agreement and how it supports the program and/or families and children enrolled in the program.(page 16) | **Family  Engagement****Model:**  A  planned, ongoing  Partnership between  families  andprograms.**Educational Training:**An  event  organizedby  a  program  to teach  families  about children’s  learningand  development.**Community****Resource:**  Anyorganization  or service  available  to support  families  and/or  children.**Community****Partner:**  A  local,state,  national, international,  public,community-based,public  or  private organization  that works  with  theprogram. (page 29) | Give  families information  about“211,”  a  free, conﬁdential  phonenumber  that  can connect  them  tolocal  health  and human  services24  hours  a  day, seven  days  a  week.Families  can  call the  number  forreferrals  to  local  food pantries,  employment and  training  services,support  groups, resources  for  agingparents,  addiction services,  or  manyother  services.Make  sure  all engagement/educational  activities address  all  agegroups.  (2  star  and above)Host  a  celebration that  involvescommunity  members and  familiesto  showcase accomplishments.  (2star  and  above)Research  topics  and presenters  that  may interest  families  ormeet  a  program need.  (3  star  andabove)Use  sample  form  JFS01515  “CommunityPartner  Agreement”to  meet  the requirements.  (4  and5  star) (page 29) | Q” What  kind  of  resources  should  be  provided  to  families?A:   Any  resources  that  are  available  and  that  may  beneﬁt  families.Examples  may  include  physicians,  food  pantries,  public  serviceagencies,  parent  education  classes,  GED  courses,  etc.Q: How  many  people  have  to  attend  to  get  credit?  (2  star  and  above)A:   At  least  one  family  must  attend  an  event  to  receive  credit.Q: Can  Positive  Behavioral  nterventions  and  Supports  (PBIS)activity  or  educational workshop?  (3  star  and  above)A:   Yes,  PBIS  is  considered  an  educational workshop.Q: How  many  community  partners  must  the  program  have  on  ﬁle?(4  and  5  star)A:   At  least  two.Q: What  should  my  family  engagement model  include?  (4  and  5  star)A:   The  role  of  the  program—for  example,  to  model  positive  adult-child  interactions.A:   The  model’s  goals—for  example,  to  strengthen  parenting  skills.A:   The  model’s  planning  strategies—for  example,  setting  goals  forfamily  interactions  for  the  next  year.A:  The  program’s  administrative  practices—for  example,  how  itcommunicates  and  interacts  with  families.A:   Professional  development  the  program  offers—forexample,  trainings  that  educate  staff  about  interacting  andcommunicating  with  families.Q: What  questions  should  I  consider  when  developing  a  familyengagement  model?  (4  and  5  star)A:   What  is  the  program’s  philosophy,  particularly  when  it  comes to  engaging  and  supporting   families?Does  that  philosophy  take  into  consideration  families’  diversestructures  and  cultures?A:   What  process  or  strategies  does  the  program  use  to  facilitaterelationships  with  and  within  families,  support  the  strengtheningof  parenting  skills,  value  the  role  of  families,  and  provideconnections  to  resources  for  families?The  model  should  include  a  plan  for  engaging  families  overtime;  it  should  not  be  just  a  list  of  recent  activities  or  activitiesplanned  for  the  next  year.Q:   How  does  the  program  develop  goals  for  family  engagement?A:   What  type  of  planning,  administrative  and  professionaldevelopment  supports  does  the  program  use  to  make  suregoals  are  implemented?A:  How  does  the  program  measure  its  progress  toward  achievinggoals?Are  the  goals  measurable?What  observations  were  madeduring  a  family  engagementactivity?What  were  participants’  responses  to  the  activity?Has  there  been  progress  over  time?How  interested  are  families  in  engagement?How  does  the  program  gather  feedback  from  parents  andstaff  on  family  engagement  activities? (page 29) |
| The program uses a formal model or process to enhance family engagement strategies. (2 points) | The program shall submit and provide written documentation which describes the family engagement model or process used at the program. The model or process shall:Facilitate relationship building with familiesSupport families in developing or strengthening parentings skillsValue the family’s role in the child’s developmentProvide links for families to access resources |  |
| The program has an organized and active parent volunteer group. (1 point) (page 16) | The program shall submit and have on file the names of the individuals participating in the parent volunteer group, a description of meeting times/dates or activities they are involved in, and how the activities relate to the program. (page 16) |  |
| **Program Standards – Optional Extra Points – Ratio/Group Size & Accreditation** |
| Optional Extra Points: InfantsBirth to 18 months 1:4/2:8/3:10 (3 points): Birth to 12 months 1:4/2:10 and12 to 18 months 1:5/2:10 (2 points)This ratio shall be maintained 6:00 AM through 7:00 PM, excluding naptime.Mixed age, 0 to 36 months, will be assessed following the ratio of the youngest child in the group. If the youngest age group meets the criteria for extra points, extra points will be awarded for all age groups represented in the group. | The programs can only earn one of the point values per age category when ratios for all groups in that age category are maintained.Annual report: The program does not need to submit any documentation. |
| Optional Extra Points: Toddlers18 to 30 months 1:5/2:10 and30 to 36 months 1:6/2:12 (3 points); or 18 to 30 months 1:6/2:12 and30 to 36 months 1:7/2:14 (2 points)This ratio shall be maintained 6:00 AM through 7:00 PM, excluding naptime.Mixed age 18 to 36 months, will be assessed following the ratio of the youngest child in the group. If the youngest age group meets the criteria for extra points, extra points will be awarded for all age groups represented in the group. |  |
| Optional Extra Points: Preschool36 to <48 months 1:10/2:20 and48 months to < school-age 1:12/2:24 (2 points); or 36 to <48 months 1:11/2:22 and 48 monthsto < school-age 1:13/2:26 (1 point) This ratio shall be maintained 6:00 AM through 7:00 PM, excluding naptime. Mixed age, 36 months to school-age will be assessed following the ratio of the youngestchild in the group. If the youngest age group meets the criteria for extra points, extra points will be awarded for all age groups represented in thegroup. |  |
| Optional Extra Points: School-ageK to age 14 1:15 (2 points) ; orK to age 14 1:16 (1 points)This ratio shall be maintained 6:00 AM through 7:00 PM, excluding naptime. |  |
| Optional Extra Points:Program is accredited from an approved accrediting body. (5 points) | [All approved accrediting bodies are listed at: www.earlychildhoodohio.org.The program shall have and submit a current accreditation in order to obtain extra points.A maximum of five points can be achieved for this program standard, even if a program is accredited by more than one approved accrediting body.Annual report: The program shall submit current documentation of the accreditation.](http://www.earlychildhoodohio.org/) |
| **Guidance Document – SUTQ Required Program Goals** |
| **SUTQ Required Goals for Programs** |
| **Goals** | **Brief  Description** | **Rating** | **Frequency** |
| ProfessionalDevelopment  Plan | A  document  used  toidentify  professionaldevelopment  goals  foradministrators,  leadand  assistant  teachers,and  family  child  carehome  providers. | 1  star  and  above | Annually |
| ContinuousImprovement  Plan | A  document  used  toidentify  goals  andaction  steps  for  theprogram  based  onthe  program  self-assessment. | 2  star  and  above | Annually |
| Classroom  Goals | A  document  used  toidentify  goals  andaction  steps  based  onthe  classroom  self-assessment. | 3 star and above | Annually |
| Child  Educational  andDevelopmental  Goals | A  document  usedto  identify  goalsbased  on  the  child’sscreening  results  andinformal  and  formalassessments. | 3 star and above | Annually |
| **SUTQ Screenings and Assessments** |
| **SCREENING** | **Brief Description** | **Rating** | **Frequency** |
| Comprehensive Developmental Screening | Evaluation of Child Development compared to Developmental norms. | 1 star and above | Annually |
| Health Screening | Medical evaluation to identify potential health issues: written information must be provided to families about health screenings offered at the program or in the community.  | 2 star and above | Annually |
| **ASSESSMENT** | **Brief Description** | **Rating** | **Frequency** |
| State-Required Assessmetn: Early Learning Assessment (ELA) | Formal child assessment required for preschool-age children | 3 star and above | The required timeline can be found here. |
| Informal Assessment | An assessment in which program staff and sometimes parents provide evidence of a child’s progress; may include pictures, work products or anecdotal notes.  | 3 star and above | Ongoing |
| Formal Assessment | An Assessment in which staff use the informal assessmetn materials to complete a standardized assessment tool.  | 3 star and above | Determined by the publisher of the tool selected by the program |
| Ongoing Child Assessment | A continuous cycle of formal and informal child assessment.  | 3 star and above | Ongoing |
| Classroom Self-Assessment (For Family Child Care Home Providers, this is an Environment Self-Assessmetn) | An assessmetn of staff-child interactions and the program environment | 2 star and above | Annually |
| Program Self-Assessment | An assessment of the program’s administrative practices. | 1 star and above | Annually |

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| **DOCUMENT TO BE SUBMITTED WITH REGISTRATION****ONE STAR** |

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|  | **DOMAIN** | **SAMPLE FORM OR PRESCRIBED FORM** |
|  | **LEARNING AND DEVELOPMENT** |  |
|  | JFS 01508 Action Plan for Selecting a Curriculum | Prescribed |
|  | **ADMINISTRATIVE AND LEADERSHIP PROCTICES** | None |
|  | Description of P Description of Professional Development Planning Process | None |
|  | Written Wage Structure | None |
|  | FAMILY AND COMMUNITY PARTNERSHIPS |  |
|  | Community Resources Information | None |
|  | Transition Information | None |

**TWO STAR**

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| **DOCUMENT TO BE SUBMITTED WITH REGISTRATION** |

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|  | **DOMAIN** | **SAMPLE FORM OR PRESCRIBED FORM** |
|  | **LEARNING AND DEVELOPMENT** |  |
|  | JFS 01591 Curriculum Standards Assessment Alignment Tool: Pre-Kindergarten Strand for SUTQ | Prescribed |
|  | **ADMINISTRATIVE AND LEADERSHIP PROCTICES** |  |
|  | Description of Professional Development Planning Process | None |
|  | Description of Staff Supports | None |
|  | JFS 01509 Continuous Improvement Plan | Prescribed |
|  | Written Wage Structure | None |
|  | **FAMILY AND COMMUNITY PARTNERSHIPS** |  |
|  | Community Resources Information | None |
|  | Family Engagement Activities | None |
|  | Health and Child Development Information | None |
|  | Records Transfer Policy | None |
|  | Sample Transition Activities | None |
|  | Transition Information | None |

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| **DOCUMENT TO BE SUBMITTED WITH REGISTRATION** |

**THREE STAR**

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|  | **DOMAIN** | **SAMPLE FORM OR PRESCRIBED FORM** |
|  | **LEARNING AND DEVELOPMENT** |  |
|  | JFS 01519 Child Assessment Process for SUTQ | Sample |
|  | JFS 01591 Curriculum Standards Assessment Alignment Tool: Pre-Kindergarten Strand for SUTQ Programs | Prescribed |
|  | Developmental Screening Referral Process | None |
|  | **ADMINISTRATIVE AND LEADERSHIP PROCTICES** |  |
|  | Description of Professional Development Planning Process | None |
|  | Description of Staff Supports | None |
|  | JFS 01509 Continuous Improvement Plan | Prescribed |
|  | Written Wage Structure | None |
|  | **FAMILY AND COMMUNITY PARTNERSHIPS** |  |
|  | Community Resources Information | None |
|  | Family Education Information | None |
|  | Family Engagement Activities | None |
|  | Health and Child Development Information | None |
|  | Health referral Process | None |
|  | Health Screening Process | None |
|  | Records Transfer Policy | None |
|  | Sample Transition Activities | None |
|  | Transition Information | None |
|  | Transition Meeting Process | None |

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|  | **DOMAIN** | **SAMPLE FORM OR PRESCRIBED FORM** |
|  | **LEARNING AND DEVELOPMENT** |  |
|  | JFS 01588 Process to Use Child Assessment Results for SUTQ | Sample |
|  | **ADMINISTRATIVE AND LEADERSHIP PROCTICES** |  |
|  | Annual Survey Process | None |
|  | **FAMILY AND COMMUNITY PARTNERSHIPS** |  |
|  | JFS Community Partners Agreement for SUTQ | Sample |
|  | Family Engagement Model | None |
|  | Parent Group Information | None |
|  | Program Transition Policies | None |
|  | **ACCREDITATION** |  |
|  | Accreditation Certificate | None |

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| **DOCUMENT TO BE SUBMITTED WITH REGISTRATION** |

*NOTE: Programs seeking a Four or Five-star rating must submit the documentation required for three-star ratings in addition to the documents listed above.*

**FOUR AND FIVE STAR**

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| **ANNUAL REPORT DOCUMENT CHECKLIST FOR 3 – PLUS STARS** |

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|  | **DOMAIN** | **SAMPLE FORM OR PRESCRIBED FORM** |
|  | **LEARNING AND DEVELOPMENT** |  |
|  | JFS 01519 Child Assessment Process for SUTQ | Sample |
|  | JFS 01516 Classroom Self-Assessment Tool Summary: One Through Five Star Rating for SUTQ | Sample |
|  | JFS 01591 Curriculum Standards Assessment Alignment Tool: Pre-Kindergarten Strand for SUTQ | Prescribed |
|  | **ADMINISTRATIVE AND LEADERSHIP PROCTICES** |  |
|  | JFS01509 Continuous Improvement Plan | Prescribed |
|  | Description of Professional Development Planning Process | None |
|  | Professional Development Plan Annual Summary | None |
|  | JFS 01522 Teacher Observation Summary for SUTQ | Sample |
|  | **STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT** |  |
|  | Administrator Updates | None |
|  | Assistant Teacher Updates | None |
|  | Lead Teacher Updates | None |
|  | Professional Development Tracker (ODE Programs Only) | None |
|  | **FAMILY AND COMMUNITY PARTNERSHIPS** |  |
|  | Family Education Information | None |
|  | Family Engagement Activities | None |
|  | ACCREDITATION |  |
|  | Accreditation Certificate | None |

**Resources:**

*Note: Annual Report document requirements are automatically generated and may not be the same for all programs.*

Step Up to Quality Center Program Standards – <http://earlychildhoodohio.org/index.stm>

 A Guide for Child Care Providers – <http://earlychildhoodohio.org/index.stm>